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ABSTRACT

Each summer since 1990, a select group of Pennsylvania high school students has taken part in the Pennsylvania Governor's School for Teaching (PGST), held at Millersville University. The school is dedicated solely to the profession of teaching and brings together sophomores and juniors who have expressed an interest in teaching as a career. This volume describes the first two years of PGST--its goals, program, and achievements. The following topics are covered: (1) evolution of the PGST including its rationale and funding information; (2) student recruitment and selection; (3) structure and staffing of the program--resident life counselors, support staff, special presenters, and the cooperative model of staff development; (4) program highlights, including reflective journals, teaching in the school-within-a-school, multicultural experiences, learning theories, teacher/learner pairs--action research, a model school project, and leadership projects; and (5) program evaluation by everyone involved in PGST (64 students, 22 staff, 16 Advisory Council members, 79 parents, and 30 mentor teachers in the students' home districts). (LL)

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Teachers for Tomorrow: The Pennsylvania Governor's School for Teachers

Mary Reid Klinedinst, Katherine Green

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Teachers for Tomorrow: The Pennsylvania Governor's School for Teachers

by
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and
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Table of Contents

Introduction 7

Evolution of the Pennsylvania Governor's School Model 9
Rationale for the PGST 10
Funding 13

Student Recruitment and Selection 15

Structure and Staffing 19
Resident Life Counselors 23
Support Staff and Special Presenters 23
Staff Development: A Cooperative Model 24

Highlights of the Program 26
Reflective Journals 27
Teaching in the School-Within-a-School 28
Multicultural Experiences 29
Learning Theory 31
Teacher/Learner Pairs – Action Research 32
Model School Project 32
Leadership Projects 34

Program Evaluation 36
Family Influence, Interests in and Beliefs
About Teaching 37
Overall Satisfaction with PGST 37
Evaluation of the Program Activities 38
Student Mastery of Program Content 39
Benefits of Faculty Participation in PGST 39
Back in the Home School 40
Life After Summer 40

Introduction

In summer, when most students enjoy a "breather" from school, 64 enthusiastic high school students devote five weeks of their vacation to active study about teaching and learning. These outstanding young people have the distinction of being chosen from hundreds of applicants to take part in the Pennsylvania Governor's School for Teaching (PGST). This school, held at Millersville University in Pennsylvania since 1990, is the first in the nation dedicated solely to the profession of teaching. The school is one of seven Governor's Schools of Excellence held on various college campuses throughout Pennsylvania.

PGST is a full-scholarship, residential, enrichment experience that brings together outstanding high school sophomores and juniors from diverse cultural backgrounds who have expressed an interest in teaching as a career. Selected on the basis of demonstrated leadership qualities, creativity, and academic excellence, they might come from any of the 501 school districts in Pennsylvania as well as from private schools in the state.

PGST espouses no particular school of thought regarding teaching and learning. In fact, the students are exposed to many learning theories and are encouraged to try various teaching methods. However, the founders and faculty of the program do share a common philosophy regarding ways of working with young people: In order for young people to develop and integrate the intellectual, physical, social, emo-

tional, and spiritual dimensions of their lives, schools must treat them with dignity, as whole persons deserving of respect. Schools must offer them diverse learning experiences and personalized feedback.

This fastback tells the story of the first two years of PGST – its goals, its program, and its achievements. It serves as a model that other states or organizations might replicate in order to recruit talented young people to the teaching profession.

Evolution of the Pennsylvania Governor's School Model

The idea for PGST was based on the existing Pennsylvania Governor's Schools of Excellence model. The Commonwealth of Pennsylvania has a long tradition of recognizing the needs and developing the potential of its gifted and talented students through its Governor's Schools of Excellence. The first of these schools, devoted to the arts, was established in 1973. Since then, several others have been established. They include the Pennsylvania Governor's School for the Arts (at Mercyhurst College in Erie), the School for Sciences (at Carnegie-Mellon University in Pittsburgh); the School for Agricultural Sciences (at Pennsylvania State University); the School for Business (at the Wharton School, University of Pennsylvania in Philadelphia), and the School for Teaching (at Millersville University in Millersville), the focus of this fastback.

Sponsored by the Pennsylvania Department of Education and the state's 29 Intermediate Units, the Schools of Excellence are funded through a line item in the department's budget. The most recent School of Excellence, which began in the summer of 1991, is devoted to the health care professions. Located at the University of Pittsburgh, it was developed and funded by the Hospital Association of Pennsylvania. The Pennsylvania Governor's Schools of Excellence model has been used in many states in designing their own programs for gifted and talented youth.

Each Governor's School of Excellence offers a summer program taught by expert faculty. The program is intense and features an accelerated curriculum, hands-on experiences in laboratories and studios, and detailed career information. Each program also includes a leadership component that requires students to share their special skills and knowledge when they return to their home schools and communities.

Students participating in the Schools of Excellence are identified through a highly competitive selection process. The goal is to have every Intermediate Unit represented by at least one student in each program. There is also a commitment to have each school's student body reflect the socioeconomic and multicultural backgrounds of the state's student population.

In early November each year, coordinators in the state's 29 Intermediate Units distribute applications, posters, and other informational materials to all public and private secondary schools in the state. They also receive news releases about the various programs to place with local media, and many of them make presentations in the schools as well. Other publicity about the programs comes from the Governor's Schools state office and from presentations by the state director, university site directors, and alumni of the program.

This background on the Pennsylvania Schools of Excellence serves to introduce the thinking and discussion that led to the establishment of PGST.

Rationale for the PGST

In the 1980s there was much public and professional discussion and debate regarding ways to revitalize the teaching profession and to reform teacher preparation. To respond to these concerns, the Pennsylvania State Board of Education's Study Team on Teacher Preparation released a report in July 1988 in which it presented 36 recommendations designed to "effectively prepare teachers for a stronger, professional role in the school setting and improve them to exercise judgment in their professional practice." Prominent among

these was a recommendation for developing special programs to support and give recognition to the importance of teaching. Among the programs suggested was an Academy for the Profession of Teaching (for current teachers) and a Governor's School for Teaching (for prospective teachers).

The Pennsylvania Academy for the Profession of Teaching became a viable entity and set as its priority the development of a Governor's School for Teaching. The Academy provided funding for planning and proposal development for such a school.

It was critical that a new program of this type be clearly conceptualized before being implemented. From the beginning, the development of the program was a collaborative effort. In May 1989, a committee, under the auspices of the Academy, met to brainstorm what a Governor's School for Teaching might look like. This committee included a member of the Academy, a high school social studies teacher, a graduate student in education, an elementary school principal, three university faculty in education and science, and three university administrators.

As a result of its deliberations, the committee developed a rationale for the Pennsylvania Governor's School for Teaching (PGST) focusing on three objectives: 1) achieving personal self-awareness, 2) understanding the profession, and 3) knowledge of the practice of teaching. The committee submitted its rationale to the Academy and appointed a coordinator of planning. The Academy issued a call for proposals and awarded Millersville University funding for a planning grant. Things started happening quickly.

Immediately, a Governor's School for Teaching Advisory Council was appointed to advise the coordinator of planning. The 25-member Advisory Council included both elementary and secondary teachers; university faculty from both liberal arts and teacher education; public school administrators; persons representing minority recruitment, gifted education, migrant education, and research; Phi Delta Kappa chapter officers; a university student; a member of the Pennsylvania

Academy; and the state director of the Pennsylvania Governor's Schools of Excellence. With input from all levels and special areas of the education community, the Advisory Council was able to bring the most current knowledge about teaching and learning to the planning process.

The Advisory Council met monthly to discuss ideas for the Governor's School for Teaching. The coordinator of planning synthesized the ideas and fed them back to the council for refinement. In addition to input from the Advisory Council, the coordinator of planning (Mary Reid Klinedinst, co-author of this fastback) gained many valuable ideas by visiting Phi Delta Kappa's Prospective Educator Camp/Institute in July 1989. This one-week program, involving 100 high school juniors from the U.S. and Canada who are interested in careers in education, is held each summer on the campus of Indiana University in Bloomington. She also attended the National Conference on Governor's Schools at Princeton, New Jersey, in October 1989. There she learned about summer programs for gifted and talented students across the country. She also discovered there was no Governor's School for Teaching in any other state. With input from all these sources, a proposal was finally ready to submit to Governor Casey in December 1989.

Meanwhile, the application and student selection process for the five existing Governor's Schools had already begun. Although PGST had not yet received approval from the Secretary of Education or the Governor, the coordinator of planning had to be prepared for the upcoming summer in case approval came through. She worked closely with the State Director of Governor's Schools, Gene VanDyke, and his office in creating a brochure, an application form, and other informational material, which would be distributed by the Intermediate Units to the schools.

On 31 May 1990, Pennsylvania Secretary of Education Donald M. Carroll announced the approval of the pilot program at Millersville University; and the first Pennsylvania Governor's School for Teach-

ing program was held from July 7 to August 10, with 64 high school sophomores and juniors participating. On July 27, Secretary Carroll and Governor Casey proclaimed the Pennsylvania Governor's School for Teaching to be an official Pennsylvania Governor's School. It seemed only fitting that the first PGST be held at Millersville University, since it was the site of Pennsylvania's first normal school.

Funding

Funding for PGST has come primarily through a grant from the Pennsylvania Department of Education, with seed monies for planning from the Pennsylvania Academy for the Profession of Teaching. During the planning phase and the first year, the Academy provided start-up costs with a $10,000 planning grant, and later contributed $50,000 the first year and $20,000 the second year. The Academy continues to lend support financially. Other contributions have come from the Pennsylvania State Education Association ($10,000 for the first year), from Millersville University (approximately $20,000 over two years), and from the business sector. For example, Bell Atlantic Corporation awarded five $500 scholarships for outstanding student Leadership Projects in 1991. The total budget is approximately $170,000 for one year.

All the Pennsylvania Governor's Schools are full-scholarship programs, with absolutely no cost to students who attend. Typically, there is a security deposit ranging from $15 to $25, which is refundable. Students bring their own spending money for purchasing snacks, T-shirts, souvenirs, etc. However, all program costs, room and board, materials, field trips, and faculty and staff salaries are funded through grants from the state and other sources, as indicated above.

For the five-week session, full-time faculty were paid $2,500, plus room and board for the first two years; returning faculty will receive a raise during the third year. Resident counselors received $1,000; and if they return, they also will receive a raise. The assistant director, who serves as a full-time faculty member but with planning, su-

pervisory, and administrative responsibilities, received $3,500 for the first two years and will receive an increment the third year. The school's director is on the faculty of Millersville University; her salary is reimbursed to the university through the state grant.

This investment by the state and other organizations in Pennsylvania's youth will be returned through the Leadership Projects these talented students carry out when they return to their home schools and communities and through their contributions to the profession in the future.

Student Recruitment and Selection

A goal of all those involved in planning PGST was to attract the "brightest and best" students, those with an expressed interest in careers in education. To accomplish this goal required the efforts of many people. Even though the state office of the Governor's Schools of Excellence provided a structure and a vehicle for student recruitment, PGST needed its own selection criteria that were different from the other Governor's Schools. In addition to completing a Personal Data Sheet containing demographic information (common for all Governor's Schools), applicants for PGST were asked to provide the following information:

1. Please list all extracurricular activities (school, church, community, etc.) in which you have been involved from grade 7 until the present. Select the one activity that you consider the most valuable to you and state in 50 words or less why it is valuable to you.
2. List any academic awards or recognition you have received in high school.
3. Have you ever worked in a school or education setting (teacher's aide, tutor, peer counselor, etc.)? If so, please describe in 50 words or less.
4. Attach a statement of 250 words or less explaining your interest in the Pennsylvania Governor's School for Teaching.

5. Attach an essay of 500 words or less addressing what you believe is the most important problem facing education today. Discuss possible solutions. Be concise, neat, and grammatically correct.
6. What grade level(s) and subject area(s) interest you in the field of teaching? Please answer below.

In addition, each student is required to include two Teacher Reference Forms and a Counselor Recommendation Form (also required of the other Governor's Schools' applicants). Teachers are asked to rate PGST applicants in the areas of:

- analytical ability
- reaction to criticism
- initiative
- industry
- written expression
- service to school and community
- oral expression
- leadership ability
- capacity for creativity
- ability to interact and cooperate with adults, peers, and younger children

Teachers also are asked to write a narrative statement about the applicant's strengths and weaknesses, including any outstanding contributions or extracurricular activities and any exceptional academic achievement or especially rigorous courses.

The counselor is asked to attach an official transcript and indicate class size, class rank, GPA, and PSAT or SAT scores, if available; also attendance statistics and reasons for extended or excessive absences or tardiness. The counselor also is asked to comment on the applicant's special qualities or special problems about which the selection committee should be aware.

Although academic excellence is assuredly one of the important criteria for selecting students for PGST, the questions and writing assignments on the application form call for information that will help the selection committee determine whether applicants will be good candidates for careers in teaching. Good teachers should be leaders, should show evidence of service, and should be able to work cooperatively with others. This last quality is important if the student eventually does go into teaching and also because the PGST model functions in a highly cooperative setting.

Special efforts were made to encourage minority students to apply to PGST. To facilitate this goal, lines of communication were established with the large urban areas in Pennsylvania, such as Philadelphia, Pittsburgh, and Harrisburg. Also, members of the Advisory Council from these areas promote the program. The urban school systems are eager to have their students in the program. In fact, the Philadelphia Public Schools provided its students with bus transportation to and from PGST and the Governor's School for the Arts.

A partnership with the Migrant Education Program developed between the first and second years of PGST. With this involvement, PGST hopes to attract more applicants from the migrant student population. With increased information about PGST disseminated to migrant education programs across the state, students will become aware of the opportunities available to them.

The student selection process begins in October of each year when application materials are sent by the Department of Education to the 29 Intermediate Units in Pennsylvania. In November the Intermediate Units disseminate materials to all public and private high schools in the state (usually to guidance counselors). Students must return their applications by late January or early February. In reviewing the applications, the selection committee gives particular attention to those from males, from underrepresented populations, and from rural areas.

Beginning in 1992, approximately 125 students will be identified as semi-finalists for PGST. In order to narrow this group down to

the 64 who will actually receive PGST scholarships, students will be asked to do an additional writing assignment by March in which they will describe how they would develop their Leadership Projects, which is one of the requirements of the PGST model. This additional assignment will help the selection committee to assess the commitment of the applicants to follow up their PGST experience with service in their home school.

Structure and Staffing

The structure of PGST is designed to encourage a high degree of collaboration among both faculty and students. A unique feature of PGST is its extremely low faculty-student ratio, with one faculty member serving as a mentor to a team of four students. This team is the basic unit of PGST's structure. It allows students to work cooperatively within a small unit and to receive much individual feedback. Depending on the activity, students and faculty may work in larger groups, such as a cluster (four teams), a house (eight teams), or the entire student body (16 teams). Each team is structured so that its membership reflects varied interests, different ethnic backgrounds, and different geographic regions of the state. The intent here is to give each student opportunities to grow through cooperation with those different from themselves.

Because the mentor-team relationship is so crucial to the success of the PGST model, special care had to be taken in selecting faculty. The goal was to recruit experienced master teachers and new teachers, who would be models of excellence but who also would grow as a result of their interaction with these bright and enthusiastic students. That this occurred is evident in the following reflections of one PGST faculty member:

> Overall, the PGST experience has emphasized to me the importance of teaching as a profession. For many years teaching was looked at as something anyone could do. PGST helped dispel that myth. Stu-

dents became aware of how demanding teaching is. Staff members, myself included, gained new respect for the profession and how rewarding it can be. I can now say that I am more analytical about the component parts of my teaching. The constant discussion about what works, what doesn't, that was a part of daily living at PGST has made me want to focus on my academic subject and my teaching techniques in the most productive way possible.

It was a challenge to find 16 full-time faculty who were exemplary and enthusiastic teachers, who could work cooperatively with other faculty, and who were comfortable with being a "guide on the side as opposed to a sage on the stage." This is not a comfortable role for everyone; some master teachers working in traditional classrooms, in which they are used to being at the front of the classroom lecturing to a large group of students, were not as comfortable with mentoring a team of four students. One faculty member with 14 years of experience described her mentoring experience as follows:

> Spending five intensive weeks with young, eager students exploring the teaching/learning process gave me a new perspective on teaching. As I worked with my four students, I began to realize the complexities of teaching and the many skills necessary to be a successful teacher.

Especially during the first year of PGST, some teacher mentors had to become comfortable in their role as advisors in activities where students were learning by doing. For example, students were not told *how* to teach, but instead, prepared their own lessons and taught them to small groups of younger children. They were videotaped teaching their lessons and shortly after reviewed the tapes with their mentors. The mentors had to use their expertise in teaching to help their students analyze what they had done in teaching the lesson. This was a new role for some of the mentors.

Since PGST was a new Governor's School, where the whole focus was on the teaching/learning process, it was important that the entire program be highly participatory with continuing discussion and feed-

back. This requires that the mentor teachers have an ongoing role in the planning of curriculum and activities. Teams often worked together in clusters or houses when planning and carrying out certain projects. Thus it was extremely important that faculty be able to work cooperatively. Needless to say, with 64 highly motivated and talented students, 16 enthusiastic and creative teachers, and four counselors all living and working together for 24 hours a day, seven days a week, for five weeks, cooperation was essential for the success of the program.

When recruiting faculty, it was important to select personnel who represented the various levels and subject fields in which the students had expressed interest. Thus an attempt was made to recruit faculty from the elementary, middle school, and high school levels as well as from different subject areas. Recruiting was done through advertisements sent to the 29 Intermediate Units, all Pennsylvania colleges and universities with approved teacher-education programs, the Pennsylvania State Education Association, the Pennsylvania Federation of Teachers, the Association of Pennsylvania State College and University Faculties, and other state educational networks. Also, advertising was placed in publications serving African-American and Hispanic populations. Notices also were sent to the 10 finalists for the Pennsylvania Teacher of the Year.

Once applications were received and reviewed, candidates were interviewed by the PGST site directors and members of the Advisory Council, when available. The most promising candidates were observed teaching in their own classrooms. Rather than relying solely on paper credentials and interviews, the on-site observations provided an opportunity to see them in action.

In both years of the program, the on-site PGST director has been a member of the Millersville University faculty. During the first summer there were two assistant directors, both of whom lived in the dormitory with the students and counselors. Each of the assistant directors also served as full-time faculty members, responsible for men-

toring a team of four students. It seemed especially important for the first year of the program that they be where the action was in order to get a feel for the "heartbeat" of dormitory life.

The rest of the faculty lived in the graduate dormitory (with air-conditioned rooms, a luxury the students did not have). They had to commit to either living on campus or to being on campus from 7 a.m. until at least 9:30 p.m., since many activities occurred during the evening hours. Those who have ever supervised a group of teenagers for even a weekend will understand the commitment (some would call it insanity) this faculty made when they agreed to work non-stop with 64 bright and lively teenagers for five weeks!

In the second summer of the program, the basic makeup of the faculty and staff remained unchanged, except that one of the assistant directors was replaced with a resident life director. This person lived in the student dormitory, helped select and train the four resident life counselors, and worked with them in planning social events for the students (pool party, talent show, dances, movies, roommate games, pizza party).

Another key staff person was the technical director. A communications major at Millersville University, his major role – an essential one to the success of the program – was videotaping the students' teaching lessons and other projects involving students and faculty. At least, that is what he was hired to do. As things turned out, he not only engineered the eight teaching/video stations (no easy feat since they were all over campus and had no set schedule), but also acted as disc jockey/stage crew for social events, Parents' Day, and many other activities. PGST was indeed fortunate to have found such a technically competent, energetic, and caring individual for its first year of operation. Little did the staff realize how important his role would be and how invaluable he was for the program.

During the second year there were eight returning faculty and nine new ones (including the resident life director). With the new faculty there was a better male/female balance (eight males and eight females)

and better representation from around the state. There is still a need for more faculty from underrepresented populations. Currently, steps are being taken to address that lack.

Resident Life Counselors

Four education majors (three females and one male) were recruited to serve as resident life counselors. They lived with the students in the dormitory and were responsible for supervising the students in the evenings. They also were assigned to a cluster and served as teaching assistants. They helped with videotaping lessons, chaperoned field trips, and planned social events for the students. Since they would be joining the profession in a year or two, their involvement in the teaching/learning focus of the PGST program provided them with a professionally enriching experience.

Support Staff and Special Presenters

Other staff included a full-time secretary for the summer session. Although a full-time clerical person is needed throughout the year, budget constraints limited such help to part-time students on work-study grants.

From the very beginning, those involved in developing PGST saw the need for careful evaluation of the program. Therefore an assessment consultant (Katherine Green, co-author of this fastback) was employed to design and implement the evaluation. She worked with the staff in defining program objectives and developed surveys and questionnaires to assess those objectives. A graduate student and one of the faculty mentors assisted her in administering the instruments and collecting and analyzing the data.

During the first summer, consultant help was available from Millersville University professors of Computer Technology, Instructional Design, and Research/Curriculum. However, by the second summer, the staff no longer felt the need for such help.

Other human resources used were Millersville University professors and area educators, administrators, and community leaders, who contributed their time and expertise without compensation. These included university faculty and Intermediate Unit personnel giving lectures on various learning theories, and university faculty, Department of Education personnel, and area school administrators presenting programs on such topics as Re-Structuring/Re-Learning, Leadership, Afrocentric Approach to Education, Special Needs Students, International Education, Puerto Rican Culture, Migrant Education, and Structure of Education in Pennsylvania. Also, artists from the Puerto Rican Dance Group and the Cultural Council of Lancaster provided instruction and entertainment. And community leaders participated in panel discussions on Education-Community Involvement, Cultural Diversity, and Building and Environmental Concerns.

Staff Development: A Cooperative Model

A cooperative management philosophy pervades the entire PGST program. Nowhere is this more evident than in the staff-development process used in developing the program.

Two staff-development weekends were scheduled, one in May and one in June, which provided a variety of activities designed to build interpersonal relationships and a feeling of trust among faculty. After several "getting to know you" exercises, the staff were engaged in a cooperative learning demonstration. From the outset, the intent was to model involvement, active participation, and discovery methods that hopefully would occur at PGST when the students arrived in July.

Out of the first day spent in cooperative learning groups came many suggestions for curriculum and activities that would modify the basic PGST model. On the second day, the staff attended the student orientation for the Governor's Schools of Excellence, a statewide meeting sponsored by the Department of Education for all students accepted to any Governor's School and their parents. Here the staff were able to meet many of the prospective PGST students and their parents.

The second weekend in June was spent refining schedules and fine-tuning classes and activities.

The staff development for the second year of PGST extended the cooperative management model used the first year. The staff agreed that one faculty member would take the responsibility for each major program activity (School-Within-a-School, Parents' Day, Public Relations/Publicity, Multicultural Events, Leadership, Morning Meetings, Faculty Handbook/Historian, Communication Skills, Electives, Resident Life (social events, T-shirts, recreation), Field Trips, Special Events/Speakers, and Alumni Day).

Not only did each faculty member assume the responsibility for one of the program components above, but teams of four faculty members planned an "Overview" of each these components to present to the whole student body at the appropriate time. This type of faculty collaboration served as a model for the students later when they presented their Model School plans.

Highlights of the Program

Perhaps the best way to capture the impact of the intense, five-week PGST experience is to hear what students had to say. Two representative statements follow:

> I don't think I have ever experienced a place so entirely supportive and caring. The wonderful friendships and knowledge I have gained will last a lifetime.

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> From my experience at the Governor's School, I have been so enriched as a person. Not only have I learned about education, but I have also learned about myself as a person, too. I truly believe with all my heart that this has been the greatest experience in my life. My memories at PGST will forever be engraved on my heart. I have been so inspired and I cannot wait to go out and leave my mark on education.

To understand what generated such positive responses from students, one should know more about the program they experienced at PGST. The program highlights presented in this chapter will give the reader a sense of what happens when 64 enthusiastic and talented students and a dedicated and caring faculty live and work together for five intense weeks – all committed to a common goal of becoming teachers ready to meet the challenges of the 21st century.

Reflective Journals

During the first week, students are introduced to Journaling. Each student and faculty member keeps a journal in which they are expected to write every day. In order to be reflective practitioners, students are encouraged to "write to learn." Through daily journal writing, it is expected that students will develop a greater interest in learning, improve their ability to retain and understand concepts, make use of higher levels of thinking, approach course work with a more positive attitude, and gain practice in a lifelong learning technique.

In the second year a designated time was set aside daily for writing during whole-group sessions. Anyone wanting to write more was encouraged to do so on their own time. This was an improvement over the first year, when students wrote in their journals whenever and wherever their team and mentor decided; often journaling got pushed aside because of the press of other activities.

Students shared their journals with their mentors, who commented on what had been written and sometimes solicited reactions from other members of the student team. If students wished an entry to remain private, they could so indicate. Students were encouraged to contribute sample journal entries to the weekly newsletter. In the first year, students placed sample journal entries in a 25-year time capsule, which would become part of the archival history of the first Pennsylvania Governor's School for Teaching. Following are some of the journal entries:

> I've realized how many things I have to change when I return, how many seams need mending. I am a different person – a new person. Being away from the things I love and hate has given me a chance to know myself and, in turn, know my world.

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> I'm a lot more optimistic; either Governor's School has given me a pair of rose-colored glasses or else it has given me the knowledge to see both the problems and the solutions. I can figure out how to

make the changes that are needed to make this world a better place. And, yes, I can and will make a difference.

Teaching in the School-Within-a-School

In both the first and second years of PGST, students designed and taught lessons to small groups of younger children. Their lessons were videotaped and shortly afterward were viewed and analyzed with their mentors. In the first year, students taught preschoolers during week one and intermediate gifted children in week three; and in week five they team-taught an interdisciplinary lesson to peers in their own cluster.

Although the lesson planning and teaching were valuable experiences in the first year, having to prepare and teach three different lessons to different groups of children made it difficult to establish a relationship with them and difficult to see progress in their teaching techniques. Also, some of the PGST students were more than a little intimidated by some of the gifted children they were expected to teach. Therefore, the faculty felt the experience could be improved by having a more representative population of children to teach.

Thus in year two, a School-Within-a-School was established, bringing together 40 area third-, fourth-, and fifth-graders for a two-week enrichment program. The PGST staff worked closely with area school districts and the Migrant Education Program to select children to participate in the program. There was a deliberate effort to select children representing a mix of ethnic, socioeconomic, and cultural backgrounds, thus making it a multicultural experience for the PGST students.

The stated goals of the School-Within-a-School were: 1) to provide an enrichment program for area elementary school children, 2) to create a setting that provided for ongoing observation and discussion of the teaching-learning process, 3) to provide PGST students with opportunities for observation of and interaction with younger children, and 4) to provide opportunities for experiences in lesson planning and teaching.

The PGST School-Within-a-School was scheduled for three hours every morning of weeks two and three. A typical day consisted of an opening exercise, eight lessons taught concurrently to small groups of children, a recess with snack and planned activities, a second group of eight concurrent lessons, and a closing activity that included journaling. This schedule afforded every PGST student the opportunity to plan and implement opening, closing, and recess activities as well as teaching two lessons. PGST students taught the same lesson twice to two different groups of younger children, thus giving them a basis for comparing how different children respond to their teaching methods.

The experience of the School-Within-a-School during year two was so successful that the PGST staff intend to repeat it in future years, with only a few refinements. Reflecting on her experience in teaching in the School-Within-a-School, a student said: "When my students leave my classroom, I want them to take a part of me with them. I want to give my students excitement and enthusiasm for learning, a gift that I have and treasure."

Multicultural Experiences

An effort was made to infuse multicultural experiences throughout the PGST program -- beginning with recruiting students representing the many cultural and ethnic groups in Pennsylvania and culminating in a Multicultural Celebration, a special day recognizing the cultural heritages of all the PGST students. Also, the student teams were formed so that each had a mix of ethnic and geographic backgrounds.

One example of the multicultural experiences provided was field trips, including a guided walking tour of nearby Lancaster's ethnic neighborhoods and cultural attractions (Central Market, DeMuth Gallery, Art Institute, churches, galleries, and theaters), a day at the Pennsylvania Renaissance Faire (some students and staff dressed in costume), and a trip to the Balsh Institute and Museum of Ethnic Studies in Philadelphia.

Several weekly elective classes, taught by full-time faculty, provided students with a variety of cultural experiences. Examples of these elective classes were: "Beethoven," "Headpieces for the Renaissance Faire," "Teaching Literature," and "Pennsylvania Amish Culture."

Another multicultural component was the daily group meeting in which the total student body participated in music and movement. The PGST philosophy was that everyone should participate in music and movement, regardless of talent. In almost all of these meetings, students were engaged in singing, movement exercises, or dance. Some of the songs and movement exercises used were intended to model approaches that could be used with younger children in the School-Within-a-School, but the major focus was to have students experience music from varied cultures, to feel comfortable in front of a group and with each other, and to relax and have fun.

A faculty member led the students and staff in song or movement every day. She had a special talent for involving everyone in the singing and was able to produce a wonderful group sound. During the second year, it was decided to have students take turns conducting morning meetings. This was a good decision in that it got students involved in planning the large group singing and movement activities. However, since the students could not match the excellent modeling provided by the faculty member, it was decided to combine the approaches in the future.

Another exciting component of PGST combined teaching and multicultural experiences. Each team of four students planned and taught an interdisciplinary, multicultural lesson to their cluster group of 16 peers. Faculty members first modeled teaching an interdisciplinary lesson in their "Overview" of the assignment. Then the student teams brainstormed ideas, formulated plans, and spent large blocks of time in the library and curriculum centers researching their topics. Each team worked cooperatively in planning and developing instructional materials for its lesson. During week four, each team taught a 30-minute lesson to its cluster, which was videotaped and then debriefed with the faculty mentors.

A final event was the Multicultural Celebration, a day-long culmination of the many experiences that had occurred over the five weeks. Guests were invited, and all students were encouraged to share their family and cultural backgrounds with the whole group. A huge outline map of the world was taped on the floor of the large group meeting area. Display tables, with representative artifacts, music, pictures, videos, and food, were set up near countries on the map that reflected the students' cultural heritage. One student of Italian background even created a cookbook with his and other students' favorite Italian recipes. Copies were distributed to everyone. As a concluding activity, the Puerto Rican Dance Group from the nearby city of Lancaster (an offshoot of the Migrant Education Program) performed and shared some of their own culture with the students.

The impact of the PGST multicultural experiences is captured in the following comment from a student:

> Multicultural Day was very good for me. I had never been exposed to so many different cultures in all my life. I plan to tell my teachers about the cooperative learning styles that I picked up here, and hopefully they will bring them into some of my classes. I hope that these styles can work in school, and I want to see my teachers try them. I cannot wait to be a part of the change that the schools in the future will make. I will be ready for it, because I was a student at PGST; I will be a proud member of the profession of teaching.

Learning Theory

Probably the closest PGST came to resembling a traditional classroom experience was in week two, when Millersville University faculty presented five different learning theories to the students. The faculty were asked to model the theory as much as possible, rather than relying strictly on the lecture method. For the first session a professor introduced the topic, "How Do People Learn/What Is Learning?" Then throughout the week different professors exposed students to developmental learning theory, social learning theory, informa-

tion processing, and behaviorism. At the end of the week, the first professor returned and helped students discover what they had learned that week, thus exposing them to the fifth learning theory, the inductive-inquiry approach.

Teacher/Learner Pairs – Action Research

In addition to teaching younger children and team-teaching in a cluster, PGST students had another type of teaching experience. Each student was paired with another student with the assignment to teach each other a specific skill or concept. The students did this on their own time. They were to teach something that was difficult enough to require being broken down into four to six teaching episodes. Students were to teach the first step, interview the learner, reflect on the lesson, and then elaborate on what they learned about the learning process. Near the end of the five weeks, the teacher/learner pairs presented the findings of their "action research" to their clusters. This strategy turned out to be highly effective because it required much interaction, collaboration, and reflection.

Model School Project

One of the highlights of PGST was the Model School Project. For this assignment, each of the four clusters was charged with designing a School of the Future. The emphasis was not on a physical facility (although that was one of the components) but rather on the total school and community environment. This assignment was introduced in week four, after students had taught lessons and had been introduced to such topics as different learning theories, problems facing schools, special-needs children, educational reform, models of teaching, varied learning styles, and other issues related to teaching and learning.

A valuable addition to the Model School Project in year two was the involvement of the Pennsylvania Architecture Association. As a result of its interest, a local architectural firm worked with the team

of teachers responsible for presenting the "Overview" of the assignment to the whole group. Then, when the actual planning for the Model School projects got under way, staff from the architectural firm came to the campus and gave a presentation on the many structural and environmental factors to consider when designing a model school.

This project served several objectives in that it required students to exercise leadership, to work cooperatively in small groups, to use higher-order thinking skills, and to gain practice in the decision-making process. Each cluster of 16 students was "locked in" a conference room for several hours each day over a five-day period. Four faculty mentors were present but were asked to be as unobtrusive as possible, acting as facilitators and answering questions only if asked. This process was difficult for most of the students at first, since no one was telling them what to do. They were given the overall assignment, general guidelines, deadlines to meet, and a few suggestions about ways to reach consensus; but other than that, they were on their own.

Each of the four clusters was given the charge, "Dare to dream. Dare to excel. Dare to create." Each cluster was expected to create a portfolio that would be used for presenting its concept of a model school to the whole group. The portfolio had to contain a statement of philosophy, a suggested curriculum, an organizational plan, a budget, a staff and student body profile, a school calendar, a schedule showing use of time, and a plan or blueprint of the physical facilities. Every member of each cluster helped with the oral and visual presentation.

One of the students introduced his cluster's Model School with these words:

> We are here because, for *us*, schools as they exist have worked. But for the vast majority of students in our public schools today, school is *not working*. Our model school is our rendition of how a school can and should be restructured to work to meet the needs of *all children*.

Leadership Projects

Developing strong leadership skills is a major component of all the Pennsylvania Governor's Schools of Excellence. For PGST the specific emphasis is on the teacher as leader. To help students realize their potential as leaders, they are each challenged to improve education in Pennsylvania by designing a project that will have an impact on their home schools and communities. The project is divided into three phases:

Phase One. Before arriving at PGST, they are asked to identify a mentor teacher, a mentor administrator, and a problem or condition in need of improvement in their home school district.

Phase Two. During PGST, they are required to develop an action plan for dealing with the problem in their home school and a timeline for implementation. Then they present their plan to other members of their cluster for reaction and discussion.

Phase Three. After returning home from PGST, students are to put their plans into action in their home schools and communities (with guidance from their home school mentors). Follow-up documentation is required.

Titles of some of the students' Leadership Projects include: Creating Tutoring Programs, Creating a High School Elective for Community Service, Buddy System Between High School Students and Special Needs Children, Fund Raising for School Arts Program, Handicap/Sensitivity Program for Elementary Children, Creating and Teaching Computer Classes for Low-Achievers, Developing a Student Judiciary Committee, Creating or Re-Establishing Future Educators' Clubs, and Creating a Buddy System Between High School and ESL Students.

The leadership component extends the influence of PGST far beyond the 64 students who participate in the intensive five-week program. Faculty from the university and the public schools learn to work together as they nurture future teachers. The mentor teachers and administrators, whom the PGST identify in their home school districts

to guide them in their Leadership Projects, expand the number of professionals involved in the program across the state.

The statement below, written by a student after returning home, perhaps best expresses how the PGST experience is developing leaders who will have a positive influence on the future of education.

> The Governor's School seems even more impressive since my return to school. There is no way that I could have learned as much as I did this summer in a normal school setting – even in an entire year. I have definitely been influenced to further investigate the educational field. I have a new respect for teachers, but I also see faults in the system. I hope to help reform education in the future.

Program Evaluation

Although the PGST concept was embraced enthusiastically by the staff, students, Advisory Council, and the Pennsylvania Department of Education, it was essential that all aspects of the program be carefully evaluated. The merits of the program needed to be documented in a highly concrete manner. In so doing, funding could be sustained and the documentation would serve to encourage other states to develop similar initiatives. But even more important was the need for assessment data to help the staff refine and improve the PGST program in future years.

In order to conduct a comprehensive evaluation, it was important to collect data representing multiple perspectives and contexts. Thus assessment data were collected from everyone involved in PGST (64 students, 22 staff, 16 Advisory Council members, 79 parents, and 30 mentor teachers in the home schools). The assessment focused on three main objectives:

1. To develop a profile of the student participants (personality types, leadership patterns, attitudes toward and interests in teaching, and influences contributing to choosing education as a career) in order to determine what factors are related to career choice.
2. To determine the immediate impact of PGST relative to the participants' perceived value and satisfaction with the program and the specific content they learned while in the program.

3. To determine the long-term impact of PGST, that is, how the experience endured in the lives of the participants and the nature in which it manifested itself in their home school.

What follows is a summary of the evaluation data collected for the first year of the program evaluation.

Family Influence, Interests in and Beliefs About Teaching

There did not seem to be a strong correlation between a family member being involved in education and students' interest in the field. Despite the lack of educator role models in the family and limited parental involvement with the schools, almost all parents (96%) indicated that they valued education a great deal. In fact, 83% of the parents stated that they strongly supported their child's choice of education as a career. Given what is known about the influence of parental opinion on adolescent career goals, this finding is not surprising for parents of students who acted on their career goals by applying to PGST.

The overwhelming majority of students (82-89%) who entered PGST reported that their interest in teaching was greatly determined by their desire to help others, to share ideas and information with others, and to pursue their interests in specific subject matter. Students entered PGST with very positive beliefs and attitudes about the profession of education but were not aware of its complexity. They became increasingly sophisticated about the profession and gained a more realistic view of it through their participation in PGST. Even with this more realistic view, their beliefs and attitudes remained quite positive.

Overall Satisfaction with PGST

Data from a variety of assessment instruments indicated that PGST was highly successful in meeting its goals. The overall PGST experience was rated as highly satisfactory by students (90%), faculty (77%), parents (81%), and Advisory Council (100%). In addition,

each component of the PGST program was rated by students and faculty. High satisfaction ratings ranged from 50% to 90% for the students and 64% to 77% for the faculty.

Parents reported that their children shared much information about PGST with them and conveyed to them a great deal of satisfaction and enthusiasm about attending PGST. Parents believed that their children learned a great deal about the field of education. They also reported that PGST strengthened their children's commitment to the profession of education to a great extent. The following parents' comments capture the impact of the PGST experience on their children:

> She arrived at Millersville on July 7 fairly certain that teaching would be her chosen profession, and she came home on August 10 certain that it will be. PGST was, in my opinion, an exceptional program which I hold out as having a real chance to affect the quality of life in the future by bringing people into the profession who can be positive role models for their students.

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> Being a low-income family, we could never have provided such an experience for our daughter. I commend the Pennsylvania State Education Department for supplying a full scholarship for such a worthwhile program. The self-esteem generated by being accepted for the program was obvious in her, even before the program began. She continues to become more outgoing, self-assured, and confident in her abilities.

Evaluation of the Program Activities

All of the 35 activities in the PGST curriculum were rated for how much value and enjoyment they provided the students. The top three activities that students "enjoyed the most" were the movies, elective courses, and group identity activities. The top three activities that students "valued the most" were their teaching experiences, interactions with their PGST mentor teachers, and the elective courses. The faculty

basically agreed with the students in their ratings but also thought the students greatly enjoyed the social activities. For the students, there was a strong relationship between what they valued and what they enjoyed. In other words, the more students valued the activities, the more likely they were to enjoy them.

Student Mastery of Program Content

One of the most important program components to be evaluated was how much students actually learned about learning and about the profession of teaching. Students were administered a pre-test (essay questions) during the first few days at PGST. The pre-test caused some anxiety among the students because they could not answer many of the questions. Of course, they were not expected to, since they had had limited exposure to the concepts being assessed at that point in the program. But considering themselves the "brightest and best," these students felt they had to excel even when they were not expected to do so. The same content questions were given as a post-test during the last few days of PGST. Results indicated, beyond a doubt, that the students had learned a great deal.

Benefits of Faculty Participation in PGST

The faculty benefited from the PGST experience in a variety of ways. More than half (63% to 68%) rated their participation in the PGST as highly valuable to their own professional and personal development, and as contributing a great deal to a sense of renewal and increased interest in teaching. Almost three-quarters of the faculty (73%) reported that the PGST experience contributed greatly to their pride and respect for the profession of teaching. This is reflected in the following teacher comments:

> I found it very exciting and most energizing to be associated with 16 great teachers.

I feel renewed and look forward to returning to education.

What I do is different. PGST has renewed the spirit of teacher in me.

Spending five intensive weeks with young, eager students exploring the teacher/learner process has led me to a renewed perspective of teaching.

Back in the Home School

The majority of students, on returning to their home schools, participated in or initiated tutoring programs or teaching clubs and indicated a high likelihood of entering the teaching profession. They enthusiastically discussed PGST with large numbers of students but encouraged only a few to apply. Based on feedback received from PGST students, 90% of the home school mentor teachers stated that they would strongly encourage other students to attend PGST. From conversing with the returned students and watching their progress with their Leadership Projects, the mentor teachers concluded that PGST seems to be a very successful program.

Life After Summer

At the end of the intense PGST program, the staff were understandably exhausted. So instead of remaining on campus for debriefing and evaluating the program, the staff decided to give themselves some time and space. In this way they felt they could make more objective judgments about what worked and what didn't. Two months later, the staff met for a post-PGST Staff Development Day. Again they used cooperative learning groups to evaluate all that had occurred during the summer session. From this input, coupled with the data of the assessment instruments, the staff were able to make decisions about future PGST programs.

The staff concluded that the basic PGST model was highly successful, so they intend to use it again with only minor changes, mostly

in the areas of scheduling and facilities. The staff also confirmed the importance of using a cooperative method of planning and implementation and will continue both formal and informal evaluations of the program in order to improve it each year.

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